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| CENTRAL FLORIDA ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Critical Thinking and Study Skills |
| 2014 |

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**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 1](#_Toc362246932)

[Benchmark Classification System 1](#_Toc362246933)

[Definitions of Benchmark Specifications 3](#_Toc362246934)

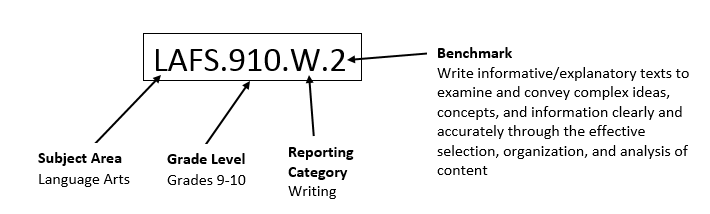
[II. Individual Benchmark Specifications 4](#_Toc362246935)

**I. Guide to the Individual Benchmark Specifications**

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and Florida State Standards. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

Each LAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the first position of the label identify the Subject Area (e.g., LA for Language Arts, MA for Mathematics) and identify this as a Florida Standard (FS) benchmark.
* The number in the second position represents the Grade Level (e.g., 1112 for Grades 11-12).
* The number or letter in the third position represents the Reporting Category to which that benchmark belongs.
* The number in the fourth position shows the specific Benchmark that falls under the specified reporting category and within the standard.



**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| **Reporting Category** | refers to groupings of related benchmarks from the Florida Standards that are used to summarize and report achievement. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. |
| **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) |
| **Item Types**  **Cognitive Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which the item should be assessed. |
| **Benchmark Clarifications**  **Content Focus** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. |
| **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. |
| **Text**  **Attributes** | define the types of texts that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark. The texts may also contain certain stimuli that contribute to the development of items (e.g., illustrations with captions, charts, graphs). |
| **Distractor Attributes** | give specific descriptions of the distractors for items at each grade level. |
| **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. |

**II. Individual Benchmark Specifications**

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| **Reporting Category** | Reading Standards for Literacy in History/Social Studies |
| **Standard** | RH.910.1 Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RH.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| **Also Assesses** | LAFS.910.RH.1.2 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will identify relevant textual evidence from the text.  Students will support analysis of primary and secondary source using text features such as date and origin. |
| **Content Limits** | Grade level appropriate texts should include identifiable and relevant details which students can obtain and determine from primary and secondary sources. |
| **Text Attributes** | Text should be informational (of historical/social studies context) and of first person (primary) and alternate (secondary) viewpoints. |
| **Content Focus** | Textual support, textual analysis, primary sources, secondary sources, close reading |
| **Sample Item** | Read the two articles below and answer the following question.  **Music Stars by Way of YouTube—a Means of Finding New Talent**  **(**NewsUSA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels.  Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies.  One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female Eminem and has used YouTube to her advantage.  For her efforts and marketing acumen, Flinstone's reward was signing with New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single ""Get Outta My Way,"" featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S.  Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or Kreayshawn as she's known by her stage name -- a 22-year-old white rapper from East Oakland, Calif.  Last year, Kreayshawn recorded her now-famous ""Gucci Gucci,"" a catchy ode to independence from designer labels, then used YouTube to premier her video. By Internet standards, it became an overnight sensation, garnering 11 million hits by August 2011. She has since pocketed a seven-figure record deal, and shows no signs of slowing down. Not bad for a girl who admits that she thought she was ""still going to be struggling to pay rent.""  ""I believe YouTube is changing everything for music artists,"" said Jake Shapiro, founder of Big Jake Music.  ""Because of YouTube, small, independent record labels are now able to choose from the best of the best,"" he added.  With the backing of Big Jake Music, Flinstone finds herself in good company.  [**YouTube, and Now We Do Too**](http://blogs.loc.gov/loc/2009/04/youtube-and-now-we-do-too/)  (April 7, 2009 by Matt Raymond)  Well, this is a day that has been a long time in coming. The Library of Congress has been working for several months now so that we could “do YouTube right.” When you’re the stewards of the world’s largest collection of audiovisual materials (some 6 million films, broadcasts and sound recordings), nothing less would be expected of you, and our own YouTube channel has now gone public.  We are starting with more than 70 videos, arranged in the following playlists: 2008 National Book Festival author presentations, the Books and Beyond author series, Journeys and Crossings (a series of curator discussions), “Westinghouse” industrial films from 1904 (I defy you to watch some of them without thinking of the Carl Stalling song “Powerhouse”), scholar discussions from the John W. Kluge Center, and the earliest movies made by Thomas Edison, including the first moving image ever made (curiously enough, a sneeze by a man named Fred Ott).  But this is just the beginning. We have made a conscious decision that we’re not just going to upload a bunch of videos and then walk away. As with our popular Flickr pilot project, we intend to keep uploading additional content. We’re modifying some of our work-flows in modest ways to make our content more useful and delivered across platforms with built-in audiences of millions.  Not so incidentally, all of the videos we post on YouTube will also be available at LOC.gov (and many, many more, of course) on American Memory, many of which are newly digitized in much higher resolution by the fine Motion Picture, Broadcast and Recorded Sound conservators in Culpeper, Va.  And now for something completely different: boxing cats!    According to the article, “Music Stars by Way of YouTube—a Means of Finding New Talent**”**, what is **not** a way that YouTube has affected the music industry?  A. It pays the rent of the artists.  B. It allows artists to premier videos.  C. It allows artists to get noticed by record companies.  D. Independent records labels are now able to choose from the best of the best.  Correct Answer: A |

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| **Reporting Category** | Reading Standards for Literacy in History/Social Studies |
| **Standard** | RH.910.1.2 |
| **Benchmark Number** | LAFS.910.RH.1.2 |
| **Benchmark** | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| **Also Assesses** | LAFS.910.RH.1.1 |
| **Item Types** | Selected Response, Short Response, and Extended Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will determine the central ideas or information of a primary or secondary source.  Students will draw a conclusion about the central idea based on the information in the texts |
| **Content Limits** | The content should be limited to grade level appropriate texts with identifiable and relevant details that the students can utilize to determine, draw conclusions, and accurately summarize the main idea/information. |
| **Text Attributes** | Text should be literary or informational and of a social studies or historical context. |
| **Content Focus** | The items should focus on main idea, inference, author's perspective, and drawing conclusions. |

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| **Sample Item** | Using the central ideas in the above You Tube articles, draw a conclusion from each article that explains how You Tube has affected the music industry and the educational industry.  How do the central ideas in the above YouTube articles explain how YouTube has affected the music industry and the educational industry?  **Rubric:**  2 - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the central idea and provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question, demonstrates a partial understanding of the central idea or provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  0 – Student did not provide a response; student response is incorrect or off-topic.  **Sample Response:**  The music and education industries are now share an advantage gained by exposure on YouTube. Record labels and musicians alike are benefitting from the exposure unknown musicians receive on YouTube. Record labels have access to more artists and the amount of popularity they experience by broadcasting on YouTube, and this benefits wannabe musicians as well. The educational industry benefits from the exposure as well because now the Library of Congress has a You Tube channel which allows everyone access. |

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| **Reporting Category** | Reading Standards for Literacy in History/Social Studies |
| **Standard** | RH.910.2 Craft and Structure |
| **Benchmark Number** | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| **Benchmark** | LAFS.910.RH.2.5 |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will analyze the text for structure  Students will use analysis of text to determine the purpose of the chosen organization and structure style. |
| **Content Limits** | The grade level appropriate text should include a specific organizational structure which students can determine, and accurately identify. |
| **Text Attributes** | Text should be informational with historical subject matter. |
| **Content Focus** | Structure, text analysis |

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| **Sample Item** | **America's Lost its Mojo? Think Again**  (NewsUSA) - Let's play a game.  Number of years it took to create the entire transcontinental railroad, which conquered mountains and deserts in opening the West to settlers back in the 1860s: 7.  Number of years it took to complete Boston's infamous ""Big Dig"" highway project, which opened officials to cries of ""boondoggle"" as cost over-runs and design flaws mounted: 16.  No, this isn't another story about how America's lost its mojo. In fact, the same company that laid hundreds of miles of those railroad tracks, Union Pacific, is celebrating its 150th anniversary, and -- while the public may accept politics-as-usual from their leaders -- you don't stay in business that long without consistently excelling.  ""Practically everything that touches our daily lives moves on a train,"" says president and CEO Jack Koraleski. ""That includes grains and produce to feed families, concrete for roads, lumber to build homes, and chemicals to make our water safe for drinking.""  This year alone, Union Pacific will invest a record $3.6 billion in infrastructure -- ""so taxpayers don't have to,"" as Koraleski notes -- and hire about 4,000 workers to help U.S. industries transport their products both domestically and globally.  Part of that investment is to meet the huge demand, here and elsewhere, for corn and wheat grown by farmers in Iowa and Kansas. (U.S. corn yield alone is expected to exceed 170 bushels per acre by the year 2015.)  Another part is to help seamlessly move everything from cars to steel to plastic both to and from Mexico -- the majority of it going south -- which is our biggest trading partner after Canada.  And for those wondering what The New Big Thing might be to get the economy booming again, one thing is on almost everyone's radar screen.  Shale drilling, it's said, is America's next Gold Rush.  And, yes, even as energy analysts go ga-ga predicting all sorts of bonanzas from the new technology that's made it easier to extract fossil fuels from the ground -- Citigroup puts the number of potential new jobs alone at 3.6 million.  -- good, ol' reliable Union Pacific is already busy shipping U.S. crude oil to Gulf Coast refineries short on pipeline capacity. As much as 100,000 carloads of crude by year's end, according to the railroad's estimates, plus as much as 230,000 carloads of steel pipe and frac sand used for drilling.  Keeping in mind the historical focus of the above article, what is the basic structure of the writing?   1. The article’s structure compares the modern shale drilling projects to the Gold Rush and the economic and environmental threats that America has to deal with. 2. The article does not have a specific structure; it is only a list of events that regarding railroad workers. 3. The article is structured through a cause and effect relationship explaining how the first organized railroad America led to larger transportation methods that extended to Canada and Mexico. 4. The article is structured with a sequence of events pattern, describing events pertaining to the Union Pacific Railroad, starting with its earliest beginnings and ending with modern examples and future plans.   Correct Answer: D |

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| **Reporting Category** | Reading Standards for Literacy in History/Social Studies |
| **Standard** | RH.910.3 Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.RH.3.8 |
| **Benchmark** | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Cognitive Complexity** | Low, moderate, high |
| **Benchmark Clarifications** | Students will analyze the claims/counterclaims presented in the text and present evidence to support those claims/counterclaims. |
| **Content Limits** | Grade level appropriate informational text should include a specific organizational structure which students can determine, and accurately identify. |
| **Text Attributes** | Text should be informational with historical subject matter. |
| **Content Focus** | Item content will be limited to the students’ ability to analyze how the author utilizes reasoning and evidence to support his or her claims. |

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| **Sample Item** | Using the article "America's Lost Mojo? Think Again", what reasoning does the author provide in his or her discussion of the essential claim and does that reasoning include a clear and valid connection to the support presented? Use evidence, such as the specific lines you are discussing, to support your analysis of the article.  **Rubric:**  2 - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the central idea and provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question, demonstrates a partial understanding of the central idea or provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  0 – Student did not provide a response; student response is incorrect or off- topic.  **Sample Response:**  The author makes the claim in paragraph 4 that railroad companies constantly excel by stating that “Practically everything that touches are daily lives moves on a train.” This claim is supported by the details of the train industry highlighting the Union Pacific company in particular. By expressing how this successful 150 year old company continues to provide jobs, support trade, and predict and begin to operate on the “next big gold rush of shale drilling,” the author supports the idea that this industry continues to benefit the U.S. in many ways. |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | RI.910.1 Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RI.1.1 |
| **Benchmark** | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, short response, and extended response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will draw inferences based on analysis of what the text says explicitly implies.  Student will support inference with evidence from the text. |
| **Content Limits** | Grade level appropriate informational text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Text Attributes** | Text should be informational. Texts may include but are not limited to articles, essays, editorials, and informational articles |
| **Content Focus** | Main idea, inference, drawing conclusions, and analysis of informational texts. |

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| **Sample Item** | **Music Stars by Way of YouTube—a Means of Finding New Talent**  (NewsUSA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels.  Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies.  One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female Eminem and has used YouTube to her advantage.  For her efforts and marketing acumen, Flinstone's reward is that she has been signed by New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single ""Get Outta My Way,"" featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S.  Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or Kreayshawn as she's known by her stage name -- a 22-year-old white rapper from East Oakland, Calif.  Last year, Kreayshawn recorded her now-famous ""Gucci Gucci,"" a catchy ode to independence from designer labels, then used YouTube to premier her video. By Internet standards, it became an overnight sensation, garnering 11 million hits by August 2011. She has since pocketed a seven-figure record deal, and shows no signs of slowing down. Not bad for a girl who admits that she thought she was ""still going to be struggling to pay rent.""  ""I believe YouTube is changing everything for music artists,"" said Jake Shapiro, founder of Big Jake Music.  ""Because of YouTube, small, independent record labels are now able to choose from the best of the best,"" he added.  With the backing of Big Jake Music, Flinstone finds herself in good company.  **YouTube, and Now We Do Too**  (April 7, 2009 by Matt Raymond)  Well, this is a day that has been a long time in coming. The Library of Congress has been working for several months now so that we could “do YouTube right.” When you’re the stewards of the world’s largest collection of audiovisual materials (some 6 million films, broadcasts and sound recordings), nothing less would be expected of you, and our own YouTube channel has now gone public.  We are starting with more than 70 videos, arranged in the following playlists: 2008 National Book Festival author presentations, the Books and Beyond author series, Journeys and Crossings (a series of curator discussions), “Westinghouse” industrial films from 1904 (I defy you to watch some of them without thinking of the Carl Stalling song “Powerhouse”), scholar discussions from the John W. Kluge Center, and the earliest movies made by Thomas Edison, including the first moving image ever made (curiously enough, a sneeze by a man named Fred Ott).  But this is just the beginning. We have made a conscious decision that we’re not just going to upload a bunch of videos and then walk away. As with our popular Flickr pilot project, we intend to keep uploading additional content. We’re modifying some of our work-flows in modest ways to make our content more useful and delivered across platforms with built-in audiences of millions.  Not so incidentally, all of the videos we post on YouTube will also be available at LOC.gov (and many, many more, of course) on American Memory, many of which are newly digitized in much higher resolution by the fine Motion Picture, Broadcast and Recorded Sound conservators in Culpeper, Va.  And now for something completely different: boxing cats!  **Sample Question:**  Based on the analysis in both articles, explain in your own words which You Tube sources will get the most usage. Be sure to cite evidence from the articles to support your answer.  **Rubric:**  2 - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the informational texts. Student provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the informational texts. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect or off-topic.  **Sample Answer Score Lowest 2**  Based on the information in the two articles about YouTube Sources and their usage, the music sources will experience the most usage. In the article “Music Stars by Way of YouTube—a Means of Finding New Talent” the author states that a musician Kreayshawn’s music experienced 11 million hits on YouTube in under a year. The author also adds that the site has been up and running since 2004. The other source “YouTube, and Now We Do Too” written by Matt Raymond in 2009 states that the Library of Congress information had been uploaded 4 months prior to the article. Due to the fact that famous musicians such as Kreayshawn achieved instant fame with a song reaching #2 on the charts also indicates that the public is well aware of the YouTube’s music resources and visits very often. |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | RI.910.2 Craft and Structure |
| **Benchmark Number** | LAFS.910.RI.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Also Assesses** | Not Applicable. |
| **Item Types** | Selected Response, Short Response |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | The student will analyze words as they are used in the text, including figurative, connotative, and technical meanings.  The students will analyze the cumulative impact of specific word choices on meaning and tone. |
| **Content Limits** | The grade level appropriate text should include identifiable and relevant details which students can obtain through and determine through analysis of informational texts. |
| **Text Attributes** | Text should be literary or informational. Texts may include but are not limited to articles, essays, editorials, and informational articles. |
| **Content Focus** | The item should focus on the textual analysis of informational texts. |

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| **Sample Item** | **America's Lost its Mojo? Think Again**  (NewsUSA) - Let's play a game.  Number of years it took to create the entire transcontinental railroad, which conquered mountains and deserts in opening the West to settlers back in the 1860s: 7.  Number of years it took to complete Boston's infamous ""Big Dig"" highway project, which opened officials to cries of ""boondoggle"" as cost over-runs and design flaws mounted: 16.  No, this isn't another story about how America's lost its mojo. In fact, the same company that laid hundreds of miles of those railroad tracks, Union Pacific, is celebrating its 150th anniversary, and -- while the public may accept politics-as-usual from their leaders -- you don't stay in business that long without consistently excelling.  ""Practically everything that touches our daily lives moves on a train,"" says president and CEO Jack Koraleski. ""That includes grains and produce to feed families, concrete for roads, lumber to build homes, and chemicals to make our water safe for drinking.""  This year alone, Union Pacific will invest a record $3.6 billion in infrastructure -- ""so taxpayers don't have to,"" as Koraleski notes -- and hire about 4,000 workers to help U.S. industries transport their products both domestically and globally.  Part of that investment is to meet the huge demand, here and elsewhere, for corn and wheat grown by farmers in Iowa and Kansas. (U.S. corn yield alone is expected to exceed 170 bushels per acre by the year 2015.)  Another part is to help seamlessly move everything from cars to steel to plastic both to and from Mexico -- the majority of it going south -- which is our biggest trading partner after Canada.  And for those wondering what The New Big Thing might be to get the economy booming again, one thing is on almost everyone's radar screen.  Shale drilling, it's said, is America's next Gold Rush.  And, yes, even as energy analysts go ga-ga predicting all sorts of bonanzas from the new technology that's made it easier to extract fossil fuels from the ground -- Citigroup puts the number of potential new jobs alone at 3.6 million.  -- good, ol' reliable Union Pacific is already busy shipping U.S. crude oil to Gulf Coast refineries short on pipeline capacity. As much as 100,000 carloads of crude by year's end, according to the railroad's estimates, plus as much as 230,000 carloads of steel pipe and frac sand used for drilling.  What does the word “boondoggle” mean in this article?   1. acceptance 2. futility 3. help 4. protest   Correct Answer: B |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | RI.910.1 Craft and Structure |
| **Benchmark Number** | LAFS.910.RI.2.6 |
| **Benchmark** | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low, moderate |
| **Benchmark Clarifications** | The student will identify the author's purpose or perspective.  The student will analyze the impact of the author's purpose or perspective within or across the texts. |
| **Content Limits** | Content should be limited to grade level appropriate texts used in assessing author's purpose. Texts should contain an identifiable author's purpose for writing, including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. The author's purpose, perspective and bias should be recognizable within or across texts. |
| **Text Attributes** | Text should be literary or informational. Texts may include, but are not limited to, persuasive articles, essays, editorials, and informational articles. |
| **Content Focus** | author's purpose, author's perspective, and author's bias |

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| **Sample Item** | **The New Colossus**  Emma Lazarus, 1849 - 1887  Not like the brazen giant of Greek fame,  With conquering limbs astride from land to land;  Here at our sea-washed, sunset gates shall stand  A mighty woman with a torch, whose flame  Is the imprisoned lightning, and her name  Mother of Exiles. From her beacon-hand  Glows world-wide welcome; her mild eyes command  The air-bridged harbor that twin cities frame.  “Keep, ancient lands, your storied pomp!” cries she  With silent lips. “Give me your tired, your poor,  Your huddled masses yearning to breathe free,  The wretched refuse of your teeming shore.  Send these, the homeless, tempest-tost to me,  I lift my lamp beside the golden door!”  (2012, 01). The New Colossus. *StudyMode.com*. Retrieved 01, 2012, from http://www.studymode.com/essays/The-New-Colossus-889110.html  Which word is **not** one the author would use to describe the “New Colossus?”  A. diffident  B. gentle  C. unabashed  D. welcoming  Correct Answer: C |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | RI.910.3 Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.RI.3.7 |
| **Benchmark** | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Extended Response, Short Response |
| **Cognitive Complexity** | Low, moderate, high |
| **Benchmark Clarifications** | Students will be able to use comprehension of visual information (images, charts, and graphs) and quantitative information (statistics and tables) text/oral information to analyze emphatic details. |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details which students can obtain through and determine through analysis informational texts and multimedia objects. |
| **Text Attributes** | Text should be informational and the images, graphs, and other images must associate with text. |
| **Content Focus** | Analysis of various mediums (text, poems, images, charts, graphs) |

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| **Sample Item** | Colossus of Rhodes  *Colossus of Rhode Island*. Digital image. *8 Things to Do*. N.p., 2012. Web. 25 Oct. 2014.  **The New Colossus**  Emma Lazarus, 1849 - 1887  Not like the brazen giant of Greek fame,  With conquering limbs astride from land to land;  Here at our sea-washed, sunset gates shall stand  A mighty woman with a torch, whose flame  Is the imprisoned lightning, and her name  Mother of Exiles. From her beacon-hand  Glows world-wide welcome; her mild eyes command  The air-bridged harbor that twin cities frame.  “Keep, ancient lands, your storied pomp!” cries she  With silent lips. “Give me your tired, your poor,  Your huddled masses yearning to breathe free,  The wretched refuse of your teeming shore.  Send these, the homeless, tempest-tost to me,  I lift my lamp beside the golden door!”  (2012, 01). The New Colossus. *StudyMode.com*. Retrieved 01, 2012, from http://www.studymode.com/essays/The-New-Colossus-889110.html  Lazarus uses imagery to describe the “old Colossus” and the “New Colossus.” What image of the United States emerges from this comparison?  **Rubric**  2 - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the central idea and provides a correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question, demonstrates a partial understanding of the central idea or provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  0 – Student did not provide a response; student response is incorrect or off-topic  **Sample Answer:**  When referring to the “old Colossus.” Lazarus describes its arms as “conquering,” with its arms stretching from land to land. The “new Colossus” however, is does not seem to be built as a monument intended to the show satisfaction of a nation or people but a beacon which welcomes anyone who would come and presents them with the opportunity to forge a better future for themselves. |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | RI.910.3 Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.RI.3.8 |
| **Benchmark** | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **Also Assesses** | Not Applicable. |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will be able to evaluate the argument and specific claims in a text  Students will be able to assess whether the reasoning is valid.  Students will be able to assess validity and relevance of evidence. |
| **Content Limits** | Grade level appropriate texts used should contain an identifiable argument including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. |
| **Text Attributes** | Text should be informational. The text may include, but are not limited to, persuasive articles, essays, editorials, and informational articles. |
| **Content Focus** | Inference, evaluating arguments |

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| **Sample Item** | **Excerpt from *The Life of Abraham Lincoln* by Henry Ketcham:**  It is necessary at this point to take a glance at the history of American slavery, in order to understand Lincoln’s career. In 1619, or one year before the landing of the Mayflower at Plymouth, a Dutch man-of-war landed a cargo of slaves at Jamestown, Virginia. For nearly two centuries after this the slave trade was more or less brisk. The slaves were distributed, though unevenly, over all the colonies. But as time passed, differences appeared. In the North, the public conscience was awake to the injustice of the institution, while in the South it was not. There were many exceptions in both localities, but the public sentiment, the general feeling, was as stated.  There was another difference. Slave labor was more valuable in the South than in the North. This was due to the climate. The negro does not take kindly to the rigors of the North, while in the South the heat, which is excessive to the white man, is precisely suited to the negro. In the course of years, therefore, there came to be comparatively few negroes in the North while large numbers were found in the South.  It is generally conceded that the founders of our government looked forward to a gradual extinction of slavery. In the first draft of the Declaration of Independence, Thomas Jefferson inserted some scathing remarks about the King’s part in the slave traffic. But it was felt that such remarks would come with ill grace from colonies that abetted slavery, and the passage was stricken out. It was, however, provided that the slave trade should cease in the year 1808.  The Ordinance of 1787 recognized the difference in sentiment of the two portions of the country on the subject, and was enacted as a compromise. Like several subsequent enactments, it was supposed to set the agitation of the subject for ever at rest. This ordinance provided that slavery should be excluded from the northwestern territory. At that time the Mississippi river formed the western boundary of the country, and the territory thus ordained to be free was that out of which the five states of Ohio, Indiana, Illinois, Michigan, and Wisconsin were subsequently formed. It was not then dreamed that the future acquisition of new territory, or the sudden appreciation of the value of the slave, would reopen the question.  But three facts changed the entire complexion of the subject. It was discovered that the soil and climate of the South were remarkably well adapted to the growth of cotton. Then the development of steam power and machinery in the manufacture of cotton goods created a sudden and enormous demand from Liverpool, Manchester, and other cities in England for American cotton. There remained an obstacle to the supply of this demand. This was the difficulty of separating the cotton fiber from the seed. A negro woman was able to clean about a pound of cotton in a day.  In 1793, Eli Whitney, a graduate of Yale college, was teaching school in Georgia, and boarding with the widow of General Greene. Certain planters were complaining, in the hearing of Mrs. Greene, of the difficulty of cleaning cotton, when she declared that the Yankee school teacher could solve the difficulty that he was so ingenious that there was almost nothing he could not do.  The matter was brought to Whitney’s attention, who protested that he knew nothing of the subject,–he hardly knew a cotton seed when he saw it. Nevertheless he set to work and invented the cotton gin. By this machine one man, turning a crank; could clean fifty pounds of cotton a day. The effect of this was to put a new face upon the cotton trade. It enabled the planters to meet the rapidly-increasing demand for raw cotton.  It had an equal influence on the slavery question. Only negroes can work successfully in the cotton fields. There was a phenomenal increase in the demand for negro labor. And this was fifteen years before the time limit of the slave trade in 1808.  Szeiger. (2012, Month. Day). In *The Life of Abraham Lincoln*. Retrieved Month. Day, Year, from http://www.helpteaching.com/groups/6081/the-life-of-abraham-lincoln  Based on this passage by Ketcham, what was the main argument for having slaves in the southern territories but not in the north?  A. Northern states did not agree with the institution of slavery  B. Northern states did not have as much farmland  C. Slaves were considered cheap labor  D. The climate in the south was conducive to slavery  Correct Answer: B |

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| **Reporting Category** | Reading Standards for Literacy in Science and Technical Subjects |
| **Standard** | RST.910.1 Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RST.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, and Extended Response |
| **Cognitive Complexity** | Low, moderate, high |
| **Benchmark Clarifications** | Students will draw inferences and analyze the text.  Students will provide textual evidence to support analysis. |
| **Content Limits** | Grade level appropriate informational text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Text Attributes** | Text should be informational science or technology based text. Texts may include but are not limited to articles, essays, editorials, and informational articles |
| **Content Focus** | Item content will be limited to main idea, inference, drawing conclusions, and analysis of text in regards to the precise details of explanations or descriptions. |

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| **Sample Item** | **Time travel may be possible for certain tiny particles, but probably not**  On June 28, 2009, the world-famous physicist Stephen Hawking threw a party, complete with balloons, appetizers and champagne. Everyone was invited but no one showed up. Hawking had expected that, because he only sent out invitations after his party had ended. It was, he said, "a welcome reception for future time travelers." It was a joke, but it was also an experiment to prove his belief that travel into the past is impossible.  But Hawking may be wrong. Recent experiments offer some support for time travel's possibility — at least in the world of math. The new study cuts to the core of our understanding of the universe. Proving that time travel is possible would have change classical physics as well as allow for super-fast types of computing that rely on quantum physics, also called quantum mechanics.  Briefly, classical physics deals with the big things, like the Sun and Moon. Quantum mechanics tells us that the things described in classical physics are affected by things even smaller than atoms. For instance, a ray of light is actually made up of tiny packets of energy.  **Bending Space And Time**  Some think time travel is possible because physics says so. It should be possible based on Einstein's theory of general relativity. His famous theory describes gravity as the bending of space and time, which are one thing called "spacetime."  To understand that, imagine you and a friend stretch a blanket out between the two of you. That blanket is "spacetime." Space and time are part of the same fabric. Then someone drops a marble onto the blanket and it sinks a bit. The marble is like a planet, or anything with mass.  The mass of planets affects and bends both space and time, with big effects for time. Events that happen at the same time for one observer could happen at different times for another.  So, what does this mean for time travel? Instead of the marble bending spacetime, imagine a powerful gravitational field. One example would be a spinning black hole. It could make spacetime bend back on itself, creating a "closed timelike curve," or CTC. People could use this loop, or tube, to travel back in time.  **Subatomic Time Travel?**  Hawking and many other physicists don't like the idea of CTCs. Anything traveling through one would create paradoxes. Even if you can go back in time, how can you come back to the future and have it be the same?  Think about science fiction movies. When someone travels back in time their actions change the future, and may even prevent themselves from being born. Cause and effect fall apart.  In 1991, physicist David Deutsch said he knew how to fix paradoxes caused by CTCs. He said the answer was at the tiniest quantum level. The key was fundamental particles, like quarks which are inside protons. Physicists believe fundamental particles are the smallest parts of matter. Now, they may be made of smaller parts or not, but we can't see that far. Deutsch came up with a theory to send these particles back in time.  "It's intriguing that you've got general relativity predicting these paradoxes, but then you consider them in quantum mechanical terms and the paradoxes go away," says University of Queensland physicist Tim Ralph. "It makes you wonder whether this is important in terms of formulating a theory that unifies general relativity with quantum mechanics." For years, physicists have searched for a theory to unite classical physics and quantum physics.  **"The Grandfather Paradox"**  Recently Ralph and his PhD student Martin Ringbauer led a team that confirmed much of Deutsch's model of CTCs. Their findings are published in Nature Communications. They investigated how Deutsch's model deals with the “grandfather paradox.” In the hypothetical scenario someone uses a CTC to travel back through time to murder her own grandfather. In turn, this prevents her own birth.  Deutsch's quantum solution to the grandfather paradox works like this:  Instead of a human taking a CTC back in time to kill her ancestor, imagine that a particle goes back in time to flip a switch on the particle-generating machine that created it. If the particle flips the switch, the machine shoots a particle — the particle — back into the CTC. However, if the switch isn't flipped, the machine shoots out nothing.  In this scenario it is not certain the particle will be shot out. It's just a probability. Deutsch's big idea was that particles are steady and constant at the quantum level. He insists that any particle entering one end of a CTC must come out the other end exactly the same. Therefore, a particle shot out by the machine with a probability of one half would enter the CTC and come out the other end to flip the switch with a probability of one half.  By doing so it would give itself at birth a probability of one half of going back to flip the switch. If the particle were a person, she would be born with a one-half probability of killing her grandfather. In turn, that would give her grandfather a one-half probability of escaping death at her hands. That's good enough in terms of probability to escape the paradox. This strange solution agrees with the laws of quantum physics.  **Mathematical Stunt Double**  Ralph and Ringbauer simulated Deutsch's model using pairs of polarized light particles (photons). They say it is mathematically the same as a photon passing through a CTC. "We encode their polarization so that the second one acts as kind of a past incarnation of the first,” Ringbauer says. So instead of sending a person through a time loop, they created a stunt double of the person and ran him through a time-loop simulator. They wanted to see if the stunt double coming through a CTC exactly resembled the original person as he was in that moment in the past.  By measuring the polarization of the second photon after it interacted with the first, the team demonstrated Deutsch's theory. "Of course, we're not really sending anything back in time," Ralph says.  But the simulation, Ringbauer notes, would have remarkable effects for computing based on quantum mechanics. The quantum states of fundamental particles could be cloned. "If you can clone quantum states,” he says, “you can violate the Heisenberg uncertainty principle.” Heisenberg's uncertainty principle says certain pairs of things can't be measured accurately at the same time. Basically, the better you know the position of a particle, the less you know its momentum, and vice versa. "But if you clone that system, you can measure one quantity in the first and the other quantity in the second." This would allow for advances in quantum computing, such as quantum encryption.  CTCs would allow quantum mechanics to perform more powerful computing tasks than "classical or even normal quantum computers could do," says Todd Brun, a physicist at the University of Southern California. "But this experiment cannot test the Deutsch model itself." For that, an actual CTC would be necessary.  **Guests From Future? Still Late**  Deutsch's model isn’t the only one around, however. In 2011 Seth Lloyd, a physicist at Massachusetts Institute of Technology, tested simulations of a simpler model of CTCs. It resolves the grandfather paradox using quantum teleportation and post-selection. Quantum teleportation is a bit like the teleporter in Star Trek, when Scotty beams Spock up from other planets — but that's where the similarity ends. Quantum teleportation only beams around the tiniest bits of information.  Post-selection refers to discarding experimental runs where something you wanted to happen didn't happen.  Deutsch's theory destroys correlations, Lloyd says. "That is, a time traveler who emerges from a Deutschian CTC enters a universe that has nothing to do with the one she exited in the future." Post-selection preserves correlations, "so that the time traveler returns to the same universe that she remembers in the past."  Lloyd's model would make CTCs much less powerful for computing than Deutsch's. However, they would still be far superior to what computers could achieve in typical regions of spacetime. Typical computing stores information as 0's or 1's. Quantum computing can use 1 and 0 separately or at the same time. Lloyd's model could solve problems at the level of "finding needles in haystacks," Lloyd says. "But a computer in a Deutschian CTC could solve why haystacks exist in the first place.”  Lloyd, though, admits how wild the idea of CTCs is. “I have no idea which model is really right. Probably both of them are wrong,” he says. Of course, he adds, the other possibility is that Hawking is correct, “that CTCs simply don't and cannot exist." Time-travel party planners should save the champagne for themselves — no guests from the future seem likely to arrive.  Time travel may be possible for certain tiny particles, but probably not. (2014, October 14). Retrieved October 25, 2014, from <https://newsela.com/articles/timetravel-paradox/id/5160/>  Based on the above passage “Time travel may be possible for certain tiny particles, but probably not,” summarize the support for one of the statements below.  1- The grandfather paradox can be resolved by using quantum teleportation and post-selection.  2- . Time travel should be possible based on Einstein's theory of general relativity.  3- Anything traveling through "closed timelike curve" would create paradoxes.  Possible answers for each claim  1- Deutsch's big idea was that particles are steady and constant at the quantum level. He insists that any particle entering one end of a CTC must come out the other end exactly the same. Therefore, a particle shot out by the machine with a probability of one half would enter the CTC and come out the other end to flip the switch with a probability of one half.  2- His famous theory describes gravity as the bending of space and time, which are one thing called "spacetime." One example would be a spinning black hole. It could make spacetime bend back on itself, creating a "closed timelike curve," or CTC. People could use this loop, or tube, to travel back in time.  3 Deutsch's theory destroys correlations, Lloyd says. 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| **Reporting Category** | Reading Standards for Literacy in Science and Technical Subjects |
| **Standard** | RST.91.1 Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RST.1.2 |
| **Benchmark** | Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response, Extended Response |
| **Cognitive Complexity** | Low, moderate, high |
| **Benchmark Clarifications** | Students will determine the main ideas and/or conclusions of a text and provide a summary of the text. |
| **Content Limits** | Text should include identifiable and relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Text Attributes** | Text should be and informational |
| **Content Focus** | Main idea, drawing conclusions, and summarizing |
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Now, they may be made of smaller parts or not, but we can't see that far. Deutsch came up with a theory to send these particles back in time.  "It's intriguing that you've got general relativity predicting these paradoxes, but then you consider them in quantum mechanical terms and the paradoxes go away," says University of Queensland physicist Tim Ralph. "It makes you wonder whether this is important in terms of formulating a theory that unifies general relativity with quantum mechanics." For years, physicists have searched for a theory to unite classical physics and quantum physics.  **"The Grandfather Paradox"**  Recently Ralph and his PhD student Martin Ringbauer led a team that confirmed much of Deutsch's model of CTCs. Their findings are published in Nature Communications. They investigated how Deutsch's model deals with the “grandfather paradox.” In the hypothetical scenario someone uses a CTC to travel back through time to murder her own grandfather. 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Retrieved October 25, 2014, from <https://newsela.com/articles/timetravel-paradox/id/5160/>  Task:  Based on the above passage, **“**Time travel may be possible for certain tiny particles, but probably not” summarize the overall claim and two examples of evidence that support this claim.  **Sample response 2**  Claim: Recent experiments offer some support for time travel's possibility — at least in the world of math  Support:  - Deutsch's big idea was that particles are steady and constant at the quantum level. He insists that any particle entering one end of a CTC must come out the other end exactly the same. Therefore, a particle shot out by the machine with a probability of one half would enter the CTC and come out the other end to flip the switch with a probability of one half.  His famous theory describes gravity as the bending of space and time, which are one thing called "spacetime." One example would be a spinning black hole. 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Student provides a plausible response to the question but creates errors  in capitalization, punctuation, spelling, sentence structure, and/or  grammar that affect the clarity or understanding of the response.    0 – Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Reading Standards for Literacy in Science and Technical Subjects |
| **Standard** | RST.910.2 Craft and Structure |
| **Benchmark Number** | LAFS.910.RST.2.6 |
| **Benchmark** | Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Extended Response |
| **Cognitive Complexity** | Moderate, high |
| **Benchmark Clarifications** | Students will identify the author’s purpose or perspective.  Students will identify claim and supporting evidence |
| **Content Limits** | Text used in assessing author’s purpose should contain an identifiable author’s purpose for writing, including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing or expressing an opinion. The author’s purpose should be recognizable within or across texts. |
| **Text Attributes** | Text should be informational. Text may include but are not limited to persuasive articles, essays, editorials, and informational articles |
| **Content Focus** | Author’s purpose, author's bias, author's perspective |
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Instead of the marble bending spacetime, imagine a powerful gravitational field. One example would be a spinning black hole. It could make spacetime bend back on itself, creating a "closed timelike curve," or CTC. People could use this loop, or tube, to travel back in time.  **Subatomic Time Travel?**  Hawking and many other physicists don't like the idea of CTCs. Anything traveling through one would create paradoxes. Even if you can go back in time, how can you come back to the future and have it be the same?  Think about science fiction movies. When someone travels back in time their actions change the future, and may even prevent themselves from being born. Cause and effect fall apart.  In 1991, physicist David Deutsch said he knew how to fix paradoxes caused by CTCs. He said the answer was at the tiniest quantum level. The key was fundamental particles, like quarks which are inside protons. Physicists believe fundamental particles are the smallest parts of matter. Now, they may be made of smaller parts or not, but we can't see that far. Deutsch came up with a theory to send these particles back in time.  "It's intriguing that you've got general relativity predicting these paradoxes, but then you consider them in quantum mechanical terms and the paradoxes go away," says University of Queensland physicist Tim Ralph. "It makes you wonder whether this is important in terms of formulating a theory that unifies general relativity with quantum mechanics." For years, physicists have searched for a theory to unite classical physics and quantum physics.  **"The Grandfather Paradox"**  Recently Ralph and his PhD student Martin Ringbauer led a team that confirmed much of Deutsch's model of CTCs. Their findings are published in Nature Communications. They investigated how Deutsch's model deals with the “grandfather paradox.” In the hypothetical scenario someone uses a CTC to travel back through time to murder her own grandfather. In turn, this prevents her own birth.  Deutsch's quantum solution to the grandfather paradox works like this:  Instead of a human taking a CTC back in time to kill her ancestor, imagine that a particle goes back in time to flip a switch on the particle-generating machine that created it. If the particle flips the switch, the machine shoots a particle — the particle — back into the CTC. However, if the switch isn't flipped, the machine shoots out nothing.  In this scenario it is not certain the particle will be shot out. It's just a probability. Deutsch's big idea was that particles are steady and constant at the quantum level. He insists that any particle entering one end of a CTC must come out the other end exactly the same. Therefore, a particle shot out by the machine with a probability of one half would enter the CTC and come out the other end to flip the switch with a probability of one half.  By doing so it would give itself at birth a probability of one half of going back to flip the switch. If the particle were a person, she would be born with a one-half probability of killing her grandfather. In turn, that would give her grandfather a one-half probability of escaping death at her hands. That's good enough in terms of probability to escape the paradox. This strange solution agrees with the laws of quantum physics.  **Mathematical Stunt Double**  Ralph and Ringbauer simulated Deutsch's model using pairs of polarized light particles (photons). They say it is mathematically the same as a photon passing through a CTC. "We encode their polarization so that the second one acts as kind of a past incarnation of the first,” Ringbauer says. So instead of sending a person through a time loop, they created a stunt double of the person and ran him through a time-loop simulator. They wanted to see if the stunt double coming through a CTC exactly resembled the original person as he was in that moment in the past.  By measuring the polarization of the second photon after it interacted with the first, the team demonstrated Deutsch's theory. "Of course, we're not really sending anything back in time," Ralph says.  But the simulation, Ringbauer notes, would have remarkable effects for computing based on quantum mechanics. The quantum states of fundamental particles could be cloned. "If you can clone quantum states,” he says, “you can violate the Heisenberg uncertainty principle.” Heisenberg's uncertainty principle says certain pairs of things can't be measured accurately at the same time. Basically, the better you know the position of a particle, the less you know its momentum, and vice versa. "But if you clone that system, you can measure one quantity in the first and the other quantity in the second." This would allow for advances in quantum computing, such as quantum encryption.  CTCs would allow quantum mechanics to perform more powerful computing tasks than "classical or even normal quantum computers could do," says Todd Brun, a physicist at the University of Southern California. "But this experiment cannot test the Deutsch model itself." For that, an actual CTC would be necessary.  **Guests From Future? Still Late**  Deutsch's model isn’t the only one around, however. In 2011 Seth Lloyd, a physicist at Massachusetts Institute of Technology, tested simulations of a simpler model of CTCs. It resolves the grandfather paradox using quantum teleportation and post-selection. Quantum teleportation is a bit like the teleporter in Star Trek, when Scotty beams Spock up from other planets — but that's where the similarity ends. Quantum teleportation only beams around the tiniest bits of information.  Post-selection refers to discarding experimental runs where something you wanted to happen didn't happen.  Deutsch's theory destroys correlations, Lloyd says. "That is, a time traveler who emerges from a Deutschian CTC enters a universe that has nothing to do with the one she exited in the future." Post-selection preserves correlations, "so that the time traveler returns to the same universe that she remembers in the past."  Lloyd's model would make CTCs much less powerful for computing than Deutsch's. However, they would still be far superior to what computers could achieve in typical regions of spacetime. Typical computing stores information as 0's or 1's. Quantum computing can use 1 and 0 separately or at the same time. Lloyd's model could solve problems at the level of "finding needles in haystacks," Lloyd says. "But a computer in a Deutschian CTC could solve why haystacks exist in the first place.”  Lloyd, though, admits how wild the idea of CTCs is. “I have no idea which model is really right. Probably both of them are wrong,” he says. Of course, he adds, the other possibility is that Hawking is correct, “that CTCs simply don't and cannot exist." Time-travel party planners should save the champagne for themselves — no guests from the future seem likely to arrive.  Time travel may be possible for certain tiny particles, but probably not. (2014, October 14). Retrieved October 25, 2014, from https://newsela.com/articles/timetravel-paradox/id/5160/  After reading the article “People can't travel to the past, but scientists not so sure about quarks” support the following conclusion from the article and provide textual evidence to support the claim.  Based on the above passage, “Time travel may be possible for certain tiny particles, but probably not” time travel may be possible.  **Sample Response 2**  Deutsch's big idea was that particles are steady and constant at the quantum level. He insists that any particle entering one end of a CTC must come out the other end exactly the same. Therefore, a particle shot out by the machine with a probability of one half would enter the CTC and come out the other end to flip the switch with a probability of one half.  His famous theory describes gravity as the bending of space and time, which are one thing called "spacetime." One example would be a spinning black hole. It could make spacetime bend back on itself, creating a "closed timelike curve," or CTC. People could use this loop, or tube, to travel back in time.  Deutsch's theory destroys correlations, Lloyd says. "That is, a time traveler who emerges from a Deutschian CTC enters a universe that has nothing to do with the one she exited in the future." Post-selection preserves correlations, "so that the time traveler returns to the same universe that she remembers in the past."  **Rubric:**  2 - Student provides a complete, accurate, and clear response that generally  observes the conventions of standard American English grammar,  spelling, capitalization, and punctuation. Student demonstrates an  understanding of the author’s claims. Student provides a  correct answer using accurate explanations as support.  1 - Student provides a partially correct answer to the question.  Student demonstrates a partial understanding of the author’s claims.  Student provides a plausible response to the question but creates errors in  capitalization, punctuation, spelling, sentence structure, and/or grammar  that affect the clarity or understanding of the response.  0 – Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Writing |
| **Standard** | W.910.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.910.W.1.2 |
| **Benchmark** | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts d. Use precise language and domain-specific vocabulary to manage the complexity of the topic e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Extended Response, Performance Assessment |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will be able write an essay to explain or argue a point.  Students will be able to create a body of work that will reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization.  Students will be able to use clear tone and point of view.  Students will include evidence of planning, editing, and revision as part of the writing process. |
| **Content Limits** | Grammar elements including but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well representative of the objectives or they may provide multiple pieces that demonstrate different components. content |
| **Text Attributes** | None Specified |
| **Content Focus** | Evidence of planning, editing, and revising. |
| **Sample Item** | Research events in our history and write an essay about what you feel is the greatest event of the 21st century in American history.  Student will prove through arguments and relevant evidence that their historical event is the greatest.  Students can research art, science, historical events, and inventions.  Sample ideas are:   * 911 * Barack Obama elected president * Apple products including iPhone, and iPad. * Facebook * War in Afghanistan * Political issues   Requirements   * Must include a well formed and accurate thesis statement. * Must include at least 2 primary sources properly cited. * Must have a defined organizational structure. * Must provide support and evidence as well as supporting commentary. * Must demonstrate effective control of language.   **General Scoring Guide**  4 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis that addresses the informative essay, and demonstrate an effective control of language.  3 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, provide an analysis that addresses the informative essay, and demonstrate an adequate control of language.  2 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the informative essay, the analysis may be less complete than the four and five (4-5) essays.    1 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate control of language. The response fails to address the informative essay and does not provide adequate analysis.  0 - Student did not provide a response. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.W.910.2 Production and Distribution of Writing |
| **Benchmark Number** | LAFS.910.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience |
| **Also Assesses** | LAFS.910.W.2.5 |
| **Item Types** | Extended Response, Portfolio, Performance Assessment |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of clear tone and point of view.  Students will include evidence of planning, editing, and revision as part of the writing process. |
| **Content Limits** | Grammar elements including but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well representative of the objectives or they may provide multiple pieces that demonstrate different components. |
| **Text Attributes** | None Specified |

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| **Content Focus** | Descriptive language; grammar; structure. Evidence of Planning, Editing, and Revising |
| **Sample Item** | Write a letter about an influential person who has inspired them and tell how that person has impacted their life.   * Must include a well formed and accurate thesis statement. * Must have a defined organizational structure. * Must provide support and evidence as well as supporting commentary. * Must demonstrate effective control of language.   General Scoring Guide  4 – Student letter offers a well-focused response to the prompt. These  letters address the prompt with an accurate thesis, have a defined  organizational structure, provide evidence and support where  appropriate, and demonstrate an effective control of language.  3 - Student letters offers a focused and/or reasonable response to the  prompt. These letters have an organizational structure, provide  evidence and support that be less accurate or convincing than the five  (5) letters, and demonstrate an adequate control of language.  2- Student letters demonstrates a partial understanding of the prompt.  These letters may have issues with structure, evidence and support,  organization, and language. The analysis may be less complete than  the four and five (4-5) essays.  1– Student response demonstrates a less than adequate understanding of the  prompt. These responses lack a defined organizational structure, lack  sufficient evidence and support, and demonstrate a less than adequate  control of language. The does not provide adequate analysis.  0 – Student did not provide a response. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.W.910.2 Production and Distribution of Writing |
| **Benchmark Number** | LAFS.910.W.2.5 |
| **Benchmark** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **Also Assesses** | LAFS.910.W.2.4 |
| **Item Types** | Selected Response, Short Response, Extended Response, Portfolio, Performance Assessment |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization with evidence of a clearly identified problem and/or conflict. It should also reflect student development of clear tone and point of view.  Student should include evidence of planning, editing, and revision as part of the writing process. |
| **Content Limits** | Grammar elements including but not limited to the following: Sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well Representative of the objectives or they may provide multiple pieces that demonstrate different components. If student chooses to submit multiple pieces, each selection should be labeled with which aspect it is being scored for such as but not limited to the following: structure, dialogue, or syntax. Final draft should be typed. The submission should also include a reflection on what the student has learned about his or her writing through the writing process. Final reflection should be no more than 500 words and is not included in the original portfolio word count. |
| **Text Attributes** | None Specified |
| **Content Focus** | Descriptive language; grammar; structure. Evidence of planning, editing, and revising |
| **Sample Item** | Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme.  Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization with evidence of a clearly identified problem and/or conflict.  It should also reflect student development of clear tone and point of view.  Student should include evidence of planning, editing, and revision as part of the writing process.  Portfolio items will include two individual pieces of work to represent the whole ability of the writer; planning stage can be represented in the form of an outline, concept map, character outline, conference notes from peer group planning discussion; Revision and editing stages can be represented by multiple drafts with notes and reflection attached, peer conference notes with summary.  Included in Essays:   * Must include a well formed and accurate thesis statement. * Must have a defined organizational structure. * Must provide support and evidence as well as supporting commentary. * Must demonstrate effective control of language.   **General Scoring Guide**  4 – Student essay offers a well-focused response to the prompt. These essays  address the prompt with an accurate thesis, have a defined organizational  structure, provide evidence and support where appropriate, provide a  persuasive analysis that addresses the type of essay (argumentative,  informative, or narrative), and demonstrate an effective control of  language.    3 - Student essay offers a focused and/or reasonable response to the prompt.  These essays have an organizational structure, provide evidence and  support that may be less accurate or convincing than the five (5) essays,  provide an analysis that addresses the type of essay (argumentative,  informative, or narrative), and demonstrate an adequate control of  language.    2 - Student essay demonstrates a partial understanding of the prompt. These  essays may have issues with structure, evidence and support,  organization, and language. While the response provides analysis that  addresses the type of essay (argumentative, informative, or narrative), the  analysis may be less complete than the four and five (4-5) essays.  1 – Student response demonstrates a less than adequate understanding of the  prompt. These responses lack a defined organizational structure, lack  sufficient evidence and support, and demonstrate a less than adequate  control of language. The response fails to address the type of essay  (argumentative, informative, or narrative) and does not provide adequate  analysis.    0 – Student did not provide a response. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.W.910.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.910.W.1.1 |
| **Benchmark** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented |
| **Also Assesses** | LAFS.910.W.3.8 |
| **Item Types** | Performance Based Assessment, Portfolio |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will be able to select a topic that either establishes claim/counterclaim  Students will write an essay that supplies evidence while maintaining a formal style and objective tone while writing. |
| **Content Limits** | Grammar elements including but not limited to the following: Sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Final draft should be typed. |
| **Text Attributes** | None Specified |
| **Sample Item** | Research immigration into the United States and support your claim about the following topic:  Should there be stricter regulations to prevent illegal aliens from coming into the United States?  Begin your research with the following: why do people immigrate, who were the first immigrants to North America. Begin to then discuss European, African, Asian, Jewish, Middle Eastern, and Hispanic immigration. Conclude with your personal views on regulations on immigration based on your research.   * Must include a well formed and accurate thesis statement. * Must include at least 2 primary sources properly cited. * Must have a defined organizational structure. * Must provide support and evidence as well as supporting commentary. * Must demonstrate effective control of language.   **General Scoring Guide**  4 – Student essay offers a well-focused response to the prompt. These essays  address the prompt with an accurate thesis, have a defined organizational  structure, provide evidence and support where appropriate, provide a  persuasive analysis that addresses the argumentative essay, and demonstrate an  effective control of language.  3 - Student essay offers a focused and/or reasonable response to the prompt.  These essays have an organizational structure, provide evidence and support  that may be less accurate or convincing than the five (5) essays, provide an  analysis that addresses the argumentative essay, and demonstrate an adequate  control of language.  2 - Student essay demonstrates a partial understanding of the prompt. These  essays may have issues with structure, evidence and support, organization, and  language. While the response provides analysis that addresses the argumentative  essay, the analysis may be less complete than the four and five (4-5) essays.  1 – Student response demonstrates a less than adequate understanding of the  prompt. These responses lack a defined organizational structure, lack sufficient  evidence and support, and demonstrate a less than adequate control of  language. The response fails to address the argumentative essay and does not  provide adequate analysis.  0 – Student did not provide a response. |

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| **Reporting Category** | Writing |
| **Standard** | W.910.3 Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.910.W.3.8 |
| **Benchmark** | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **Also Assesses** | LAFS910.W.1.1 |
| **Item Types** | Extended Response, Performance Based Portfolio |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will select a topic for an essay that either establishes a claim/counterclaim  Students will research and gather evidence to support claim while maintaining a formal style and objective tone while writing. |
| **Content Limits** | Grade level appropriate texts should include identifiable and relevant details which students can obtain and determine from primary and secondary sources. |
| **Text Attributes** | Text should be informational and of first person (primary) and alternate (secondary) viewpoints. |
| **Content Focus** | Analyze the effectiveness and relevance of sources, integrate research into writing, use correct methods of quoting, and paraphrasing with proper citation of sources. |
| **Sample Item** | Research immigration into the United States and support your claim about the following topic: Should there be stricter regulations to prevent illegal aliens from coming into the United States?  Begin your research with the following: why do people immigrate, who were the first immigrants to North America? Begin to then discuss European, African, Asian, Jewish, Middle Eastern, and Hispanic immigration. Conclude with your personal views on regulations on immigration based on your research.   * Must include a well formed and accurate thesis statement. * Must include at least 2 primary sources properly cited. * Must have a defined organizational structure. * Must provide support and evidence as well as supporting commentary. * Must demonstrate effective control of language.   **General Scoring Guide**  4 – Student essay offers a well-focused response to the prompt. These essays  address the prompt with an accurate thesis, have a defined organizational  structure, provide evidence and support where appropriate, provide a persuasive  analysis, and demonstrate an effective control of language.    3 - Student essay offers a focused and/or reasonable response to the prompt. These  essays have an organizational structure, provide evidence and support that may  be less accurate or convincing than the five (5) essays, provide an analysis, and  demonstrate an adequate control of language.    2 - Student essay demonstrates a partial understanding of the prompt. These essays  may have issues with structure, evidence and support, organization, and  language. While the response provides analysis, the analysis may be less complete than the four and five (4-5) essays.  1 – Student response demonstrates a less than adequate understanding of the  prompt. These responses lack a defined organizational structure, lack sufficient  evidence and support, and demonstrate a less than adequate control of language.  The response does not provide adequate analysis.    0 – Student did not provide a response. |